DOCUMENT RESUME

ED 292 757 SP 029 933

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TITLE Teaching as a Career: The Teaching Assistant Program. (Draft Version).
INSTITUTION South Carolina State Dept. of Education, Columbia.
PUB DATE [87]
NOTE 38p.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Demonstration Programs; Fine Arts; High Schools; *High School Students; Program Design; Science Instruction; Second Language Instruction; *Student Recruitment; *Teacher Aides; *Teaching (Occupation)

ABSTRACT

The Teaching Assistant Program offers a course alternative designed to attract talented high school students to careers in education. This individually tailored course offers an expanded academic program to secondary students in several subject areas that have critical teacher shortages. It introduces them to the many facets of the teaching profession and provides them with practical experiences in instruction at the secondary level. Currently, the target areas are foreign language, fine arts, and science. This guide to the program provides information on salient features of the program, such as: (1) advantages of the program to administrators, teachers, and students; (2) selected content areas; (3) program promotion; (4) selection of faculty and students; (5) screening procedures; (6) scheduling; (7) program administration and coordination; (8) guidelines for structuring the curriculum; (9) generic activities; and (10) specific activities. A curriculum outline form and sample application forms are included. (JD)

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TEACHING AS A CAREER:

THE TEACHING ASSISTANT PROGRAM

(Draft Version)

South Carolina Teaching Assistant Program

SP029933

South Carolina Department of Education

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TEACHING AS A CAREER:

THE TEACHING ASSISTANT PROGRAM

(Draft Version)

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ACKNOWLEDGEMENTS

The Department of Education expresses appreciation to the Horry County School District for permission to expand upon this teaching as a career concept. Grateful acknowledgement is further extended to Conway High School teachers Bonner Guidera, project creator and developer, and Martha McManus, artist.

Special thanks is due Denise M. Epps of the State Department of Education for carefully typing the manuscript.

TO TEACH

The reasonable thing is to learn from those who can teach—

Sophocles

And gladly wolde he lerne, and gladly teche—

Chaucer

No bubble is so iridescent or floats longer than that blown by the successful teacher—

Sir William Osler

A teacher affects eternity; he can never tell where his influence stops—

Henry Brooks Adams

THE TEACHING ASSISTANT PROGRAM

(Draft Version)

Purpose: The overall goal of the program is to enhance the teaching profession by offering a course alternative that will attract talented high school students to careers in education. This program is intended either as a separate option or as a complement to the Teacher Cadet Program sponsored by the South Carolina Center for Teacher Recruitment.

Description: The course is an individually-tailored course which allows a teaching assistant with a particular content strength in certain targeted subjects to work one period a day with a supervising teacher to assist the teacher and students, to engage in beginning curriculum development and research experiences in the subject, and to perform computer and clerical tasks. The teaching assistant should have sufficient content background to help with a lower-level course in the content. Target areas are foreign language, fine arts, and science (others to be added).

Eligible Students: Outstanding 11th and 12th grade students (with a 2.7 grade point average) who excel in a particular content area and exhibit appropriate personality characteristics.

Minimum Enrollment: One (1) student and one (1) supervising teacher.

Course Credit: One-half (½) elective unit in a designated content area in the second semester of the initial year (1987-1988) and one (1) elective unit in a designated content area in subsequent years. An experimental course application must be submitted to the State Department of Education Office of School District Accreditation and Assessment if credit is to be granted.

Course Objectives:

(1) to offer an expanded academic program to secondary students in subject areas that have a critical shortage of teachers

(2) to introduce students to the many facets of the teaching profession

(3) to provide practical experiences in instruction at the secondary level

A GUIDE TO
THE TEACHING ASSISTANT PROGRAM

(Draft Version)

RATIONALE AND GOALS

The decade of the eighties has witnessed as a growing national and state priority the maintenance of a quality pool of teachers to meet the educational challenges of the present and future. One aspect of this movement has been a concerted effort nationwide to encourage bright and talented young men and women to consider teaching as a career. Further, measures have been undertaken to endow the teaching profession with the prestige it merits in our society.

South Carolina's Education Improvement Act includes provisions to increase the number of highly qualified persons entering the teaching profession. The Act requires that secondary schools, public colleges and universities, the Governor's Schools and gifted and talented programs emphasize the importance of teaching as a career. The Teaching Assistant Program, recommended by the State Department of Education under guidelines approved by the State Board of Education, is designed to assist secondary schools in this effort. Section 59-39-170 of the Education Improvement Act directs:

> Acting through guidelines adopted by the State Board of Education, the secondary schools of this state shall emphasize teaching as a career opportunity.

The primary objectives of the Teaching Assistant Program are: to offer an expanded academic program to secondary students in several of the subject areas that have a critical shortage of teachers, to introduce students to the many facets of the teaching profession, and to provide practical experience in instruction at the secondary level. The program strives to enhance the teaching profession by offering a course alternative that will attract talented high school students to careers in education.

PROGRAM FRAMEWORK

The Teaching Assistant Program operates as an individualized course matching (a) teaching assistant(s) who excel(s) in a particular content area with a supervising teacher in that subject. The assistant is scheduled to work with the teacher during a period in which an introductory or perhaps a second or higher level of the content is taught. (The teaching assistant must be at a sufficiently advanced level of achievement in the content to serve in the selected class.) The assistant helps the teacher through a variety of duties and activities; the teacher guides the student in a broadening understanding of the chosen subject area and of teaching in that area.

For the secondary student hands-on, field-based experiences are the most meaningful. The Teaching Assistant Program, through exposure to real teaching experiences, allows students to learn about this career opportunity and to experience some of the rewards of teaching in the public secondary schools in South Carolina. In addition, this program offers flexibility which allows students to expand their understanding of a subject area both horizontally and vertically. These students will have the opportunity to strengthen and deepen their grasp of subject area concepts and skills as they explain them to others; for example, in a tutorial setting. Likewise the Teaching Assistant Program will expand their knowledge of the subject through curricular and research projects that will benefit the supervising teacher and his/her students.

DRAFT VERSION

The Teaching Assistant Program is being distributed in a draft version to provide districts an opportunity to review and critique the framework, procedures, organizational structure, and activities of the curriculum. Districts may choose to begin actual implementation of the draft program during the second semester. The 1987-1988 school year will be a year for examining the original plan and making suggestions for its expansion.

SELECTED CONTENT AREAS

This teaching as a career project emphasizes those subject areas currently experiencing a critical shortage of teachers. Also, content areas were selected in which investigation and individualized instruction in advanced levels of the content are possible. Finally, areas were targeted which may not have sufficient advanced offerings in the regular curriculum.

This draft version of the guide includes specific activities for the following content areas:

Fine Arts

Foreign Language

Science (especially laboratory science)

Activities in additional content areas will be added later.

ORIGINS

This course is an expansion (with the Horry County School District's permission) of a concept used at Conway High School from 1975 to 1987 entitled "The Utilization of Foreign Language Students as Assistants in Instruction." The original program initiated by Bonner Guidera promotes teaching as a profession and gives advanced students an option in the curriculum for continuing their foreign language studies under unique and creative circumstances. The Teaching Assistant Program adopts the same basic goals but expands the structure of the former program and extends it to other subject areas. This expansion will enable some subject areas not only to promote careers in education but also to offer an additional elective course.

RELATIONSHIP TO THE TEACHER CADET PROGRAM

The South Carolina Center for Teacher Recruitment housed at Winthrop College sponsors the Teacher Cadet Program. This course provides an introduction to the teaching profession; students are exposed to a variety of educational experiences and can receive college and high school credit.

The Teacher Cadet Program and the Teaching Assistant Program complement each other but they are separate programs. In schools where the Cadet program is offered, the Teaching Assistant Program may also be scheduled. The Teaching Assistant Program can allow additional teachers the privilege of working one-to-one with top-caliber students and can allow students to apply many of the educational concepts learned in the Cadet Program to concrete examples in the subject area in which they excel.

ADVANTAGES OF IMPLEMENTING THE PROGRAM

To the Administration

This program requires a minimal amount of funding and can be implemented in almost any school setting, provided that the administration and faculty members involved are committed to the success of the program. The program is designed to be administered in one of three ways: (1) by a supervising teacher assigned one class period for coordination duties, (2) by a school administrator assigned the duty of overseeing the program or (3) by a district office consultant assigned this specific responsibility. The designated coordinator will supervise the program and evaluate the students as well as the cooperating teachers in implementation of the program according to the guidelines.

The program is readily incorporated into the master schedule. Since the teaching assistants do not meet together during one specific class period, there is no required minimum number of students. Students are scheduled during a time frame which is convenient for both the individual student and the supervising teacher. The administrator and teacher should be as flexible as possible in accepting an individual student so that the student will not have to omit any of his/her schedule to be a teaching assistant.

Additionally, the program places an emphasis on the continuation of content through expanded studies and research. This objective allows some schools to use the teaching assistant course in lieu of the independent study in subject areas where there are few elective course offerings.

To the Teachers

The curriculum guide presented here gives teachers a specific framework that may make this program more attractive to the classroom teacher and administrator than the traditional independent study. The guide is intended to minimize the amount of time spent on preparation for the program. Consequently, teachers should be able to devote more time to creative instructional projects. The Teaching Assistant Program should also stimulate innovative approaches to instruction as well as target research that will provide the teacher with the latest information in his/her content area.

The satisfaction of guiding talented students in studying expanded content in their subject area is sufficient motivation for many teachers to participate in this program. An even greater motivation for many teachers will be the opportunity to encourage talented students to become instructors in a subject area where there is a critical shortage of teachers.

To the Students

Participation in the Teaching Assistant Program will allow students who are interested in a subject area the flexibility to fit this additional study into their schedules. It allows students the opportunity to develop leadership skills and initiative in a subject area in which they feel confident. Lastly, and of most importance to the state of South Carolina, the program allows students the opportunity to experience the rewards of teaching and gain insight into teaching as a career through the eyes of enthusiastic, dedicated professionals.

PROMOTION OF THE PROGRAM

The Teaching Assistant Program should be widely publicized as early as possible in the year. This publicity campaign has two focuses: the student and the faculty. The students should be made aware of the prestige of participating in the program as well as its academic benefits. The faculty should understand the goals of the program as well as the benefits for participating teachers.

The following are suggested promotional tools for initiating the Teaching Assistant Program and for maintaining the course once it becomes established.

1. Promotional materials that explain the program can be disseminated through the guidance department or through whatever communication mechanism is used in each school. Materials might include:
   - A brochure or leaflet briefly describing the program and teaching as a career (appropriate for initial or ongoing program)
   - A videotape describing the program and showing current or former teaching assistants at work (ongoing program)
2. Schools and school districts might offer faculty in-service sessions on the teaching assistant concept. Strategies include:
   - Visiting teaching assistants or teachers conducting an in-service session to introduce the program (initial)
   - Administrators, faculty, and students currently participating in the program offering periodic in-service programs for other faculty (ongoing)
3. An organized campaign recognizing both teaching assistants and supervising faculty members might be conducted (ongoing program).

   Suggestions include:
   - Newspaper articles
   - School district newsletter articles
   - Special recognition at faculty meetings
   - A special banquet for program participants (students and faculty)
   - A reception in the spring for parents and for students who are eligible and have been invited to participate in the program for the next school year
4. Teaching assistants currently enrolled might visit college preparatory English classes a week or two before registration in order to encourage student interest in the program (ongoing).

SELECTION OF FACULTY

Administrators should choose faculty members who have several years experience, are knowledgeable and enthusiastic about their content area, have a positive attitude about teaching, are flexible and have creative or innovative approaches to problems. The participating faculty must be committed to the goals of the program. Administrators, and when possible, content area department heads should be involved in the selection of participating faculty. The established procedures for faculty selection should be clearly communicated.

SELECTION OF STUDENTS

A major purpose of the teaching as a career movement is to attract outstanding students to the teaching profession. Therefore, it is important that the Teaching Assistant Program be presented as a prestigious offering. Selection for the program should be on a competitive basis once it becomes an established course. The criteria for selecting Teaching Assistant Program candidates are:

1. Self-motivation and initiative
2. Dependability
3. Demonstrated academic talent in a specific content area
4. Organized problem-solving ability
5. Good interpersonal skills
6. Concern for other students
7. Value for a sound education
8. Overall grade point average of 2.7 with no failing grades

SCREENING PROCEDURES

Student applications should be reviewed before registration time by a committee composed of:

1. An administrator
2. A guidance counselor
3. The department head of each subject area that is participating in the program and/or all the teachers who will supervise teaching assistants

The student application form and available student records should be used in deciding on the selected candidates.

SCHEDULING THE TEACHING ASSISTANT

Since the students are scheduled individually, it is not necessary to designate a particular class period for a traditional course. Teaching assistants should have all of their required courses scheduled first because juniors and seniors have schedule conflicts due to the many courses in which they would like to enroll.

If a computer is used for scheduling, the student can be placed in the most appropriate of the allotted sections during the school day. When computer scheduling has been completed, those students should then be placed with the appropriate supervising teacher. It is recommended that the administrator or faculty member who is the designated Teaching Assistant Program coordinator for that school be listed as the teacher of **all** sections of the course in the computer, with the real supervising teacher's name handwritten on the schedule. In actuality, the coordinator may work with none or a few of the teaching assistants, but he/she should have the ultimate responsibility for these students.

Important note: Especially in cases such as laboratory schedules, the supervising teacher should be consulted about the best period for him/her and the subject area department to utilize the teaching assistants. If at all possible, each individual supervising teacher should have input into the final schedule of the students with whom he/she will work.

ADMINISTRATION AND COORDINATION OF THE PROGRAM

One person in each school should be designated as the campus coordinator and should be given the responsibility of overall supervision of the program. This coordinator may be (1) one of the participating supervising teachers who should be given a period in which to coordinate the program or a stipend for the additional time spent on the job; (2) an administrator who is assigned this responsibility; (3) a district office consultant who would be interested in promoting teaching as a career and would be allowed to spend some time on the school campus.

The campus coordinator is responsible for important administrative duties:

1. Submit through the proper channels paperwork for an experimental program for elective credit to the State Department of Education, Office of School District Accreditation and Assessment (if credit is desired).
2. Collect and keep records of clerical information on all the teaching assistants (i.e., schedules, parental permission to participate in program activities, absences, grades, evaluations) and also maintain the forms and materials utilized by the program.
3. Act as public relations spokesman for the Teaching Assistant Program in promotional activities such as banquets and receptions, workshops and in-services to other schools and school districts or at conferences.
4. Evaluate periodically the productive utilization of the teaching assistants by the supervising teachers.
5. Conduct the orientation workshop for the supervising teachers during an in-service session.
6. Conduct the orientation workshop for the teaching assistants at the beginning of the program and periodically assemble the group for seminars.
7. Attend state or district level meetings concerning the Teaching Assistant Program.
8. Administer the Teaching Assistant Program budget.

ORIENTATION

Each school or school district that plans to incorporate this curricular plan should send each campus coordinator, a representative from the district office and additional representatives as appropriate to orientation workshops offered by the State Department of Education. Additionally, all supervising teachers should receive a curriculum guide well in advance of the beginning of classes and should attend an orientation workshop presented by the district and school representatives who attended the state orientation. Once the program has become established, the ideal time to hold the local workshop will be one of the in-service days prior to the beginning of classes.

It is suggested that the district consultant or the school coordinator also schedule an orientation workshop for the teaching assistants at one of the following times:

1. After school for several days
2. During the period to which the student is assigned as a teaching assistant
3. One or two days prior to the beginning of school preferably during teacher in-service days (once the program is ongoing)

The orientation workshop for teaching assistants should include:

1. The goals and rationale of the program
2. The student handbook which incorporates goals, responsibilities, privileges, and duties
3. Rules of the school that especially apply to the teaching assistant
4. An introduction to the staff and a visit to locations on campus where the teaching assistant may occasionally need to use the facilities such as:
   - The library or media center
   - The duplicating or copier room
   - The main office
   - The computer lab
5. A workshop on several types of equipment that the teaching assistant will eventually use in his/her duties:
   - Computer hardware and software
   - Audiovisual equipment normally used in instruction
     - Overhead projector
     - Film projector
     - Televisions and videocasette recorders
     - Filmstrip/tape projectors (Dukane)
     - Equipment that makes overhead trasparencies
     - Videocameras
   - Copy machines

GUIDELINES FOR STRUCTURING THE CURRICULUM

The supervising teacher has the prerogative and the flexibility to design with the teaching assistant an individualized curriculum as long as (1) the major program objectives are met and (2) the application for an experimental program is submitted if credit is desired. (Those program objectives are to offer an expanded academic program to students in several critical teaching areas, to introduce students to the many facets of the teaching profession, and to provide practical experiences in instruction at the secondary level.) Participants should select or develop activities in three major areas:

Assisting the Teacher and Other Students

Curriculum Development and Research

Computer and Clerical Skills

Some suggested generic activities as well as sample activities for specific content areas are included. Acceptable activities are by no means restricted to these examples. Teachers are free to develop other activities congruent with the program objectives. The Teaching Assistant Program is intended to be evolutionary and flexible; teachers are expected to develop and modify activities as student/teacher needs and interests dictate. The program is experimental and should grow with the teacher and teaching assistant.

GENERIC ACTIVITIES

This section lists possible activities for the teaching assistants that are applicable to various content areas. These activities have been divided into three basic sections:

Assisting the Teacher and Other Students

Curriculum Development and Research

Computer and Clerical Skills

(Clerical activities are limited to 20% of student time.)

After this section content area-specific activities are listed.

Assisting the Teacher and Other Students

1. ***Tutorials*** - Teaching assistants can help individual students who are having difficulty with the content. One-to-one tutoring is a productive option. Additionally, teaching assistants can help with group tutoring. If three or four students are having trouble with a particular skill or concept, the teaching assistant can take them aside for further explanation, modeling and reinforcement activities.
2. ***Buddy System*** - Although an experienced teacher must supervise the assistant, the teaching assistant may also be paired with a first-year teacher or one who is new to the district or school. The teaching assistant can help the new teacher (with such items as clerical procedures and school policies) in adjustment to the particular high school setting.
3. ***Assisting Substitutes*** - Many times substitutes are not experts in a particular content area. The teaching assistant might assist substitutes as needed in implementing lesson plans in a content area.
4. ***Special, Homogenous Groups*** - When there is a handicapped student or a learning disabled student in the assigned class, the teaching assistant may occasionally help reinforce learning with these students after special instructions have been given by the supervising teacher.
5. ***Group Work in Class*** - In many content areas, students are asked to work in groups on such activities as group problem-solving, learning packets, discussions, debates, foreign language conversations, skits, lab experiments, art projects, and practicing musical parts in band and chorus. The teaching assistant can help the supervising teacher in conducting group activities.
6. ***Individual Student Projects*** - The teaching assistant should be available to help students who are working on special projects (i.e., science projects, artwork for shows, computer programs, music solos, recitation contests, preparation for any type of standardized testing in the subject area).

7. ***Liaison between Teacher and Club Officers*** - The teaching assistant should be an active participant in extra-curricular activities that promote the subject and may help the teacher with club organizations.

8. ***Member of the School's Future Teachers Organization*** - The coordinator of the Teaching Assistant Program should encourage all the teaching assistants to join this organization and to become active members with specific responsibilities.

9. ***Make-up Work*** - The teaching assistant can supervise students who are able to make up work during the period to which he/she is assigned. The teaching assistant may also assist the supervisory teacher with a log of incomplete work.

10. ***Teaching Other Teaching Assistants*** - Some teaching assistants will have special knowledge and skills that could be useful to other program participants. If one is proficient in utilizing the following equipment, he/she should be given the opportunity to share the knowledge with the other teaching assistants:

    — Lab equipment for science/foreign language

    — Audio-visual equipment

    — Computers

    — Office equipment: copiers, label makers, phone systems, miscellaneous

Curriculum Development

This area of duties assigned to the teaching assistant will allow the student to deepen his/her knowledge of the content area. These are general suggestions; additional specific curriculum activities for some areas are included in the content activities section.

1. ***Materials/Activities Collection*** - The teaching assistant can collect materials or assist the teacher to develop materials and activities which:

- Supplement the textbook.
- Reinforce particular content objectives.
- Offer enrichment as an expansion of objectives.
- Serve as sponge activities (i.e., activities to be used during brief time periods such as the beginning of class).
- Give specific instructions on using equipment, playing games, etc.
- Supplement Instructional Television programs used by the teacher.
- Offer student incentive programs which reflect definite instructional objectives.

2. ***Materials/Activities Evaluation*** - The evaluation of available materials that are used in instruction will improve productivity in tutoring and in selection of materials and can save valuable time for the teacher. The assistant might:
   - Set up and test lab experiments.
   - Review available audio-visuals such as filmstrip series, videos, ITV programs, computer software.
   - Set up or learn cross-referenced files on instructional materials, such as exercises and handouts, to help the teacher select the most appropriate materials available.
3. ***New Materials Evaluation*** - The student viewpoint about instructional materials under consideration for purchase is a valuable one. The assistant might:
   - Review audio-visuals on approval.
   - Review computer software on approval.
   - Review textbook series or supplements such as readers that are to be adopted.
4. ***Development of Visuals*** - The assistant can develop visuals that enhance instruction or that promote activities in that subject area. Possibilities might be to:

— Create instructional posters, room decor and bulletin boards.

— Make games that require visuals such as gameboards (i.e., concentration, flashcards, objectives-oriented bingo, checkers, etc.).

— Make videos and slide presentations on specific content topics on careers, or for promotional purposes in the elective courses.

5. ***Research*** - Independent research is an important component of the program. The assistant can expand academic knowledge through these activities:

— Research topics of interest to students and teachers that will further the teaching assistant's knowledge and keep the teacher current on the latest works, news, techniques, and developments in that content area.

— Develop independent projects on advanced content topics selected by the teacher and students.

Computer and Clerical Skills

The teaching assistant should *not* spend more than twenty per cent (*20%*) of class time doing clerical work as the primary focus of this program is academic. Although seeming clerical in nature, the computer category marked by an asterisk (*) can be an academic component and often is a required skill in a teaching career. This item may be excluded from the twenty per cent (20%) limitation of time spent on clerical skills, depending upon the extent and sophistication of its use.

*1. ***Computers*** - The assistant might assist the supervising teacher by:

— Word processing letters, purchase orders, memos

— Maintaining a data base for

• inventory

• student information such as address and schedule

• a catalog of departmental instructional materials

• a schedule for departmental materials and equipment usage

- Maintaining a spreadsheet for accounting for the department budget
- Keeping teacher utility programs which have information or question pools on
  - exercises
  - tests
  - cross-referencing of available materials on a topic
- Keeping gradebooks (Note: the teaching assistant may set up the rolls and show teachers how to use the computer gradebook. Allowing a teaching assistant to enter grades in the computer gradebook must be left to the discretion of the supervising teacher. Students may be pressured by peers if it is general knowledge that a teaching assistant is entering grades. Supervising teachers must carefully handle this option if it is selected.)

2. ***Handouts*** - The assistant can perform the following duties:
   - Typing or preparing handouts
   - Making copies
   - Collating and stapling
   - Keeping handouts and other materials filed and stored correctly
3. ***Recordkeeping*** - The assistant might maintain the student incentive and discipline records. Again, the supervising teacher must exercise caution in using this option.
4. ***Keeping a Calendar*** - Most content areas maintain a calendar of special events and a schedule for usage of instructional materials and equipment that are shared by several teachers. The teaching assistant might perform this duty by:
   - Having a basket, file folder or space on a bulletin board where teachers from that department can leave messages concerning the calendar or schedule

— Posting the calendar weekly or monthly for teachers to sign up for instructional materials and audio-visual equipment as thay plan their lessons

— Seeing that announcements are submitted on time for the daily bulletin

— Handling special announcements (such as science fairs, international festivals, club meetings, content area honor society inductions, or winners in competitions)

— Coordinating the Instructional Television schedule

SPECIFIC ACTIVITIES

The next section contains activities tailored to Foreign Language, Science, and Fine Arts (Visual Arts and Music). Each content area is presented in a slightly different format but all activities are directed toward one or more of the major program objectives.

FOREIGN LANGUAGE ACTIVITIES

1. Teaching Assistants (T.A.'s) will work as tutors with:
   — Students who need additional help in mastering pronunciation skills, grammar concepts and application of lexical concepts
   — Students who are weak in any of the four language skills or culture
   — Talented students or those who have extended exposure to the foreign language and can progress at a greater rate than the rest of the class
   — Students homogeneously grouped for skills activities such as conversations, audio-motor units, learning activity packets that promote the four skills or culture
   — Students grouped for motivational projects, such as a foreign language festival (i.e., foreign recipes, art or handcrafts)
   — Selected students preparing for language competitions or tests in the foreign language
   — Students that need individual instruction because:
      • they have learning disabilities
      • they have a physical handicap such as being hearing impaired, blind, etc.
      • they are resource students
2. T.A.'s will assist with:
   — Managing the language lab
   — Videotaping skits and conversations; editing video tapes
   — Running audio-visual equipment such as TVs and VCRs, projectors, etc.
3. T.A.'s will preview and evaluate:
   — Instructional materials considered for purchase
   — Old instructional materials needing cataloging, cross-referencing, or discarding

— Instructional materials to be used with a student or group of students in a tutorial

— Instructional materials that need to be "refurbished" or extended

4. T.A.'s will create (with direct teacher guidance) instructional materials that promote the objectives of the laguage program:

— Taped dialogues (if the student is exceptional in speaking skills) with questions

— Short dialogues on paper with questions (may be read by the teacher)

— Readings and follow-up questions on selected topics of interest to students

— Learning activity packets or games based on researched topics

SCIENCE (BIOLOGY, CHEMISTRY AND PHYSICAL SCIENCE) ACTIVITIES

Teaching Assistants (T.A.'s) will facilitate a variety of assistance, curriculum, and clerical/computer activities.

- Assist the teacher in making solutions and setting up lab exercises as well as clean-up and storing of equipment.
- Assist students during lab periods. Demonstrate some lab techniques.
- Administer and make up lab exercises.
- Set up and maintain displays in classrooms such as live animal centers and plant centers.
- Conduct independent experiments to advance knowledge in research techniques.
- Research current literature on topics that may be integrated into the science program in both the basic levels and more advanced levels.
- Help design new visual aids such as transparencies, slide shows, videos, bulletin boards and posters.
- Review new software for computerized science instruction.
- Design and conduct chemical magic shows as enrichment programs for elementary students.
- Plan and conduct enrichment programs such as physics demos or chemical experiments focusing on science concepts for students on the elementary or middle school level.
- Conduct science programs for children in various institutions or hospitals.
- Assist science teachers in planning and developing nature walks, school ponds, and/or outdoor classrooms.
- Identify and label trees, shrubs, grasses and wildflowers on the school grounds.
- Research and explain to peers the physics of sports or the characteristics of sound waves in musical instruments.

FINE ARTS (VISUAL ARTS) ACTIVITIES

1. Teaching Assistants (T.A.'s) will facilitate the following tutorial activities:
   - Assist students requiring additional help in mastering content/skills.
   - Assist students requiring individual attention.
   - Demonstrate specific techniques in which they are particularly skilled.
   - Conduct small group criticism sessions.
   - Monitor classroom activities.
2. T.A.'s will facilitate the following curriculum activities:
   - Select appropriate supplemental visuals; i.e., slides, fine art prints, filmstrips, to be used concurrently with instructional activities.
   - Research the media center and prepare a listing of appropriate instructional materials available.
   - Research and prepare a cultural heritage presentation relevant to instructional activities.
3. T.A.'s will facilitate the following clerical activities:
   - Assist with the distribution of tools and supplies.
   - Maintain a current supply inventory.
   - Maintain a calendar of important dates; i.e., student exhibitions and competitions, museum/gallery local exhibitions, workshops and television programs.
   - Assist substitute teachers.

FINE ARTS (MUSIC) ACTIVITIES

Teaching Assistants (T.A.'s) might serve in the following general roles:

1. Assistant Conductors
   - — Conduct warm-up periods.
   - — Conduct section rehearsals.
   - — Conduct ensembles, specialized performing groups.
   - — Conduct during public performances.
   - — Conduct in the teacher's absence under the supervision of a certified substitute.
2. Music Librarian
   - — Catalogue new music.
   - — Set up rehearsal folders.
   - — Distribute and collect music.
   - — Maintain a music inventory.
   - — Train other students.
   - — Transpose parts.
3. Equipment Managers
   - — Assist with uniform/costume/equipment issuing.
   - — Maintain the equipment inventory.
   - — Assist with packing, moving and set up for programs away from the school.
4. Office Workers
   - — Answer the telephone, make routine telephone calls and maintain a message log.
   - — Assist with developing and maintaining a calendar of events.
   - — Assist with clerical duties: typing, filing, entering information in the computer when available.
   - — Maintain student attendance records.
   - — Assist in developing promotional material to include programs, news releases, etc.

5. Student Leaders/Assistants

- Serve as chairman, president or in other student leader positions.
- Serve as a section leader.
- Assist with music selections.
- Assist with the performance schedule.
- Assist with curriculum development.
- Tutor other students.
- Assist with recruiting students for the organization.
- Serve as the announcer/give program notes at public performances.
- Serve as the accompanist for the soloist.

T.A.'s might serve in the following specific roles:

1. Band

- Serve as field conductor for the marching band.
- Serve as director of the pep band, jazz combo or other small ensembles.
- Assist in developing and teaching of field shows.
- Assist with instrument maintenance.
- Serve as the student leader of the flag corps, majorette or other auxiliary units.
- Write or arrange band selections.

2. Orchestra

- Serve as concertmaster.
- Direct a chamber orchestra, cello choir, strolling string or other ensemble.
- Lead a string quartet.
- Assist with instrument maintenance.
- Write or arrange orchestral selections.

3. Chorus

- Serve as student accompanist.
- Assist planning of choreography of musical numbers.
- Direct girls' ensemble, barbershop quartet or other ensemble.
- Assist with sound systems as needed to include operating the sound board.
- Write or arrange for choral ensembles.

THE TEACHING ASSISTANT PROGRAM

Curriculum Outline Form

SUBJECT _____

STUDENT _____

OBJECTIVES OF PROGRAM

(1)

(2)

(3)

INITIAL ACTIVITIES

(1) Assisting Teacher and Other Students

(2) Curriculum Development and Research

(3) Computer/Clerical Skills (maximum 20% clerical)

PROJECTED ACTIVITIES

EVALUATION STRATEGIES

OFFICE OF SCHOOL DISTRICT ACCREDITATION AND ASSESSMENT
ACCREDITATION SECTION
STATE DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA 29201

JUNIOR AND HIGH SCHOOL
APPLICATION FOR EXPERIMENTAL PROGRAM

YEAR 19_____ - 19_____

Complete all questions on this application.

PART I

School			County/District
Address	City		Zip
Principal			Office Telephone
Superintendent			Office Telephone
Name and Title of Person Making Application			Office Telephone
Title of Proposed Experimental Program (attach separate narrative if needed)			
Program Beginning Date	Program Ending Date		
Grade Levels(s)	Enrollment: Boys_____ Girls_____ Total_____		
Unit Credit to be Granted	Subject Area of Credit		
Schedule: (a) Number of Days Each Week _____ (b) Number of Weeks _____ (c) Number of Semesters Each Year _____ (d) Length of Class Period _____			
Teachers:	Name	Certification Area	Certificate No.
	Name	Certification Area	Certificate No.
Evidence of need for such a program.			
Specific behavioral objectives of the program.			
List ways in which this program departs from the State Program of Studies or other State Board Regulations:			

SDE 28-012-02
(This form becomes obsolete 6/30/88.)

(OVER)

APPLICATION FOR EXPERIMENTAL PROGRAM page 2

Criteria used for selecting students for the course:

Procedures:

a. **Teaching methodology —**

b. Specific textbook titles and descriptions of instructional materials to be used for implementation of program —

Proposed method of evaluation of behavioral objectives achieved:

Is this the first year a request has been made for approval of this experimental program? Yes No

If No, how many times has this program been approved previously?

***If this experimental program is not approved six weeks before implementation, your school will receive a deficiency on your school accreditation status.* (Page 46, *Defined Minimum Program*).**

Signature of Principal

Date

Signature of Superintendent

FOR SDE USE ONLY

Approved

Date

STATE BOARD OF EDUCATION
GUIDELINES FOR
TEACHING AS A CAREER

The Education Improvement Act of 1984 included a provision as follows requiring that school districts shall emphasize "Teaching as a Career":

Section 1. (A)

"Section 59-39-170. Acting through guidelines adopted by the State Board of Education, the secondary schools of this state shall emphasize teaching as a career opportunity."

I. Districts shall take specific measures to ensure that teachers and administrators within the district demonstrate a positive attitude toward "Teaching as a Career."

A. Each district should assess the teacher attitudes within the district and develop strategies for improvement as needed.

B. Each district should provide at least one annual staff development activity for faculty and administrators of "Teaching as a Career" and on the impact that teacher attitudes toward the profession have on shaping student attitudes toward teaching.

C. Districts should ensure that new teachers within the system have a continuing support network among their peers and administrative personnel. Each district may want to identify one teacher as a mentor responsible for a first-year teacher.

D. Each district should ensure that student teachers are placed with a master teacher who exhibits a positive attitude toward teaching.

II. Districts and schools should take specific measures to create in students an awareness of the career opportunities in education.

A. The districts should ensure that students are aware of the Education Improvement Act provision which is currently being administered by the South Carolina Loan Corporation that mandates:

"Section 59-103-130. The Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program whereby talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the state in areas of critical need. Areas of critical need shall include both rural areas and areas of teacher certification and shall be defined annually for that purpose by the State Board of Education.* The recipient of a loan shall be entitled to have up to one hundred percent of the amount of the loan plus the interest thereon cancelled if he becomes certified and teaches in an area of critical need. The loan shall be cancelled at the rate of twenty percent of the principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in an area of critical need . . ."

*__Note:__ State Board of Education has designated areas of critical need for student loan purposes for 1987-88 (approved January 15, 1987) as follows: mathematics, science, library science, foreign language, handicapped (special education).

B. Districts should have in place for high school students a program such as the Career Planning Program, the Teacher Cadet Program, or some type of student assistance program (i.e., peer tutoring, teacher assistant, etc.). Cooperative agreements and structured opportunities for high school students to teach in the elementary and middle schools with teachers enthusiastic about the profession are possible alternatives.

C. Districts should provide a parent involvement activity at least once a year to promote a positive attitude toward teaching among parents and the community.

D. Districts should provide career education programs for students which include the teaching profession as a career alternative beginning no later than the seventh or eighth grade. Students should be made aware of career options within the field of education, as well as the many different areas of specialization that begin with teaching and branch into other areas such as administration, guidance, and finance.

E. Districts should set aside a week, preferably American Education Week, for special recognition and activities about careers in education and publicize those activities through news media.

Approved by the State Board of Education, May 13, 1987.

NOTE TO THE TEACHER:

A copy of the student handbook is included for your use.

Additional copies are available for students.